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ABSTRACT

This competency booklet for individualized competency-based instruction is the first of five in the Job Search Skills package. (Instructor program and guides are available separately as CE 031 965 and 966, the other booklets as CE 031 968-971.) It contains 15 operational units related to the job search competency of preparing for the job search. (The competency is divided into tasks which are further divided into operational units or units of work that relate to the task.) Each operational unit is presented in this format: competency, task, operational unit, performance objective, steps to follow to do the unit of work with the procedures outlined, information sheets, worksheets, and evaluation checklist. The tasks (and operational units) covered include (1) choose a job and prepare for employment (determine jobs for which qualified, define hiring practices, meet hiring requirements), (2) compile information for application and/or resume (record personal data; state career objective; list formal education and training, special skills, work experiences, volunteer experiences, military experiences, special credits and activities, references), and (3) prepare resume (choose resume type, prepare draft and final copies). (YLB)

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Job Search

Prepare for the Job Search

CE031967

Competency 1.0

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1960 KENNY ROAD · COLUMBUS, OHIO 43210

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For further information contact:

Program Information Office
National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Telephone: (614) 486-3655 or (800) 848-4815
Cable: CTVOCEDOSU/Columbus, Ohio

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COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.01: Choose a Job and Prepare for Employment

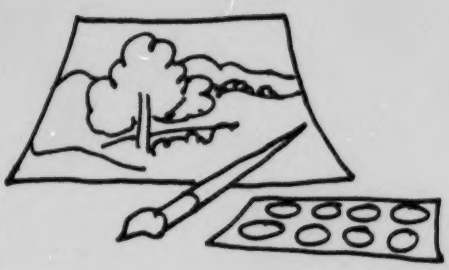
OPERATIONAL UNIT 1.01A: **Determine the Jobs for Which You Are Qualified**

Performance Objective: *Given instructions for learning about self and jobs,*

the learner will be able to identify at least one job for which he or she feels suited

to the satisfaction of the instructor.

STEP 1. Identify the job or kind of job you would like.



a. Identify your interests and abilities. Do Part 1 of Worksheet 1.01A.

b. List your interests and abilities. Record them and all information on Part 3 of Worksheet 1.01A.

c. List any jobs you have enjoyed in the past.

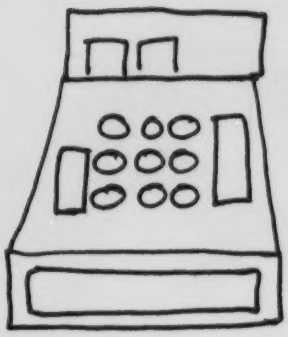
d. Think of jobs you might consider. Review career information. Look in the Occupational Outlook Handbook. Review the Career Alert Planning program. Visit a Career Information Center. Talk with your counselor and/or instructor.

e. Make a list of jobs you might consider. Use Part 3 of Worksheet 1.01A.

f. Discuss other job options with participants. Talk with your instructor, too. Get advice.

g. List the kind of job you want to find. Example:

<u>computer service technician</u>

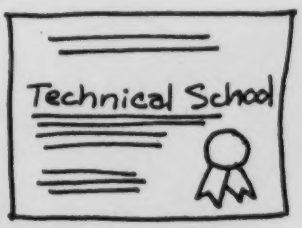


STEP 2. Find out the job qualifications.

a. Read a job description. Consult the Occupational Outlook Handbook. Or look at other sources of career information.

b. List the education and training requirements. What education and/or training is needed for the job?

c. List the job responsibilities. What tasks would you have to do?



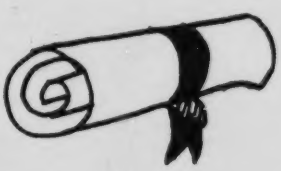
STEP 3. Match your education and skills to the job description.

a. List your education. What diplomas or degrees do you have? high school? GED? college?

b. Identify the skills you have in the job area. Do Part 2 of Worksheet 1.01A.

c. List the skills you have identified on Part 3 of Worksheet 1.01A.

d. Compare your lists to the list of job responsibilities. Do you have the education necessary to meet these responsibilities? Do you have the skills?



STEP 4. Consider personal needs in relation to the job.

a. Find out the salary paid to workers in each kind of work.

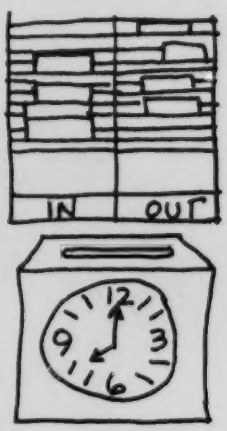
b. Find out the employment outlook for each occupation.

c. Find out the working hours.

d. Find out the opportunities for advancement.

e. Find out the location of most job opportunities--downtown office, plant outside of town, etc. Talk with your instructor.

f. List this information on the worksheet.



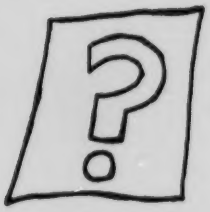
STEP 5. Select the kind of job you will seek.

a. List the jobs you feel qualified to do. Analyze the information you have gathered.

b. Identify the jobs you are most likely to get. Discuss your list with your instructor. Talk with other participants, too. Get their advice.

c. Choose at least one job that best suits your immediate needs, skills, and goals. You will deal with future, long-term goals later.

NOW . . .



Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then, see your instructor.

Your instructor will review your worksheet, rate you on the evaluation chekclist, and advise you if necessary.

WORKSHEET 1.01A

Part 1

Interests

Interests are things you enjoy. You have many interests. Can you think of some of them? Read the following lists. Check the things you like to do. Add others to the lists.

General Interests:

- ☐ helping people
- ☐ talking to people
- ☐ solving problems and puzzles
- ☐ being the leader
- ☐ making decisions
- ☐ finding new ways to do things
- ☐ drawing pictures of ideas
- ☐ changing things to make them look better
- ☐ combining colors and styles to create an effect
- ☐ working with tools
- ☐ painting
- ☐ working outdoors
- ☐ studying different materials
- ☐ learning how materials are used
- ☐ being neat and well organized
- ☐ working with machines such as cash registers, typewriters, etc.
- ☐ working indoors
- ☐ meeting new people
- ☐ fixing things
- ☐ finding out how machines work
- ☐ doing things that require physical activity
- ☐ drawing, sketching

- ☐ working near trees and water
- ☐ enjoying nature
- ☐ finding out why things happen
- ☐ learning about the earth
- ☐ operating various kinds of equipment
- ☐ working with your hands
- ☐ taking things apart and putting them back together
- ☐
- ☐
- ☐
- ☐
- ☐

Specific Interests:

- ☐ typing
- ☐ filing
- ☐ building things
- ☐ driving trucks
- ☐ writing
- ☐ doing clerical work
- ☐ repairing things
- ☐ playing the piano
- ☐ singing
- ☐
- ☐
- ☐
- ☐
- ☐

Abilities

Abilities are things you are able to do. You have many abilities. Can you think of some of them? Read the following lists. Check the things you can do. Add others to the list.

- ☐ follow directions
- ☐ complete tasks on time
- ☐ talk with others
- ☐ write letters
- ☐ listen
- ☐ get along with others
- ☐ be cooperative
- ☐ be well organized
- ☐ learn and remember a lot of information about a subject
- ☐ think through problems to find the best solutions
- ☐ imagine how a final product will look
- ☐ deal with people with tact and courtesy
- ☐ work quickly
- ☐ listen to other people's opinions
- ☐ make decisions
- ☐ do accurate and careful work
- ☐ concentrate
- ☐ draw pictures of ideas
- ☐ work with paint brushes and pens
- ☐ work with tools and machines
- ☐ work carefully
- ☐ move and lift heavy objects
- ☐ be responsible
- ☐ use common sense
- ☐ work fast in an emergency
- ☐ do arithmetic
- ☐ read
- ☐ explain ideas to others

- [ ] work with my hands
- [ ] notice things that happen around me
- [ ] use logic to solve problems
- [ ] plan when and how to do certain tasks
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

Part 2

Skills

Skills are things you are able to do well. They are things you are trained to do. Or they are things you learn through experience. Think about the skills you have. Read the list below. It will give you some ideas about skills. Check the skills you think you have. Add to the list.

- [ ] figure tax
- [ ] style and cut hair
- [ ] design a floor plan for a living-room floor arrangement
- [ ] file
- [ ] type
- [ ] take inventory
- [ ] make a floral arrangement
- [ ] photograph and develop pictures
- [ ] sketch cartoons
- [ ] repair autos
- [ ] take a patient's pulse

- [ ] do a window display
- [ ] service a computer
- [ ] cook food
- [ ] repair plumbing
- [ ] design a logo
- [ ] handle a customer bank deposit
- [ ] interpret a weather map
- [ ] repair appliances
- [ ] take a blood count
- [ ] operate a cash register
- [ ] operate a lawn mower and other lawn equipment
- [ ] speak well
- [ ] write well
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

Part 3

Interests:

Abilities:

Previous jobs:

Jobs to consider:

Job choice:

Education and training required:

Job responsibilities:

Skills:

Salary:

Employment outlook:

Working hours:

Opportunities for advancement:

Location:

Evaluation Checklist

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.01: Choose a Job and Prepare for Employment

OPERATIONAL UNIT 1.01A: Determine the Jobs for Which you are Qualified

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Identify the job or kind of job you would like?	☐
☐	2. Find out the job qualifications?	☐
☐	3. Match your skills to the job description?	☐
☐	4. Consider personal needs in relation to the job?	☐
☐	5. Select the kind of job you will seek?	☐

Instructor_____

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.01: Choose a Job and Prepare for Employment

OPERATIONAL UNIT 1.01B: **Define the Hiring Practices for the Job**

Performance Objective: *Given a specific job choice,*

the learner will be able to identify the specific hiring practices for the job

to the satisfaction of the instructor.

STEP 1. Find out when applications are taken.

a. Find out if there are key times you should apply. For example, retail stores hire many people in October, before the holidays.

b. Find out if there are special days on which you must apply.

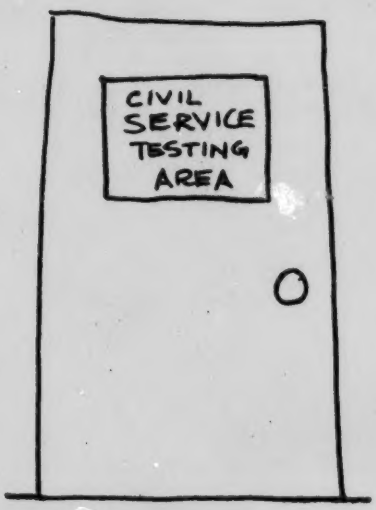
STEP 2. Find out if there are any restrictions on hiring.

a. Find out if you have to have lived in the state for a given time . . . or in the town where you will work.

b. Find out if there are many legal restrictions. For example, many restaurants have liquor licenses. In some states, their waitresses and waiters must be 21 years old to serve alcoholic drinks.

Or you may need to be bondable (have no police record for felonies).

c. Find out if there are any restrictions unique to apprenticeship programs. Contact the local or state Bureau of Apprenticeship Training.



STEP 3. Identify any tests you may have to take. For example, do you have to take the Civil Service test? Read Information Sheet 1.01B.

STEP 4. Record this information on Worksheet 1.01B.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then, see your instructor.

Your instructor will review your worksheet, rate you on the evaluation checklist, and advise you if necessary.

INFORMATION SHEET 1.01B

There are four basic types of employment tests. You may be asked to take any of these four before you can be hired. Read the information below. It describes these tests. It tells what they try to measure.

Intelligence Tests - These types of tests measure your ability to learn. The I.Q. test is a common type of intelligence test.

Ability Tests - Ability tests measure how well you operate or manipulate things. They measure things like speed, power, and understanding. Typing tests and shorthand transcription are ability tests.

Aptitude Tests - These tests measure your potential to be clever, skillful, knowledgeable, etc. They predict how well you will be able to do something. The GATB (General Aptitude Test Battery) and the Differential Aptitude Test Battery are aptitude tests.

Psychological or Personality Tests - These are not tests in the true sense. They are more like surveys. They show the kinds of things you like to do . . . your interests. They help to identify your character strengths and weaknesses and your values.

Find out the types of tests you may be asked to take. Don't be afraid to take them.

WORKSHEET 1.01B

Special hiring practices for the job of _____.

Application:

Special restrictions:

Special tests:

Evaluation Checklist

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.01: Choose a Job and Prepare for Employment

OPERATIONAL UNIT 1.01B: Define the Hiring Practices for the Job

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Find out when applications are taken?	☐
☐	2. Find out if there are any restrictions on hiring?	☐
☐	3. Identify any tests you may have to take?	☐
☐	4. Record the information on your worksheet?	☐

INSTRUCTOR_____

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.01: Choose a Job and Prepare for Employment

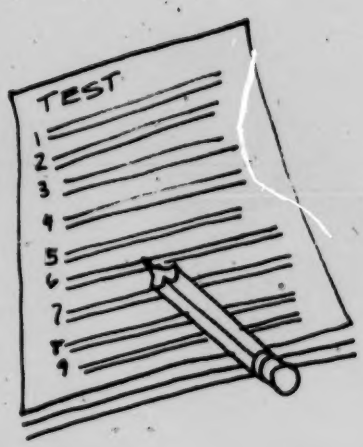
OPERATIONAL UNIT 1.01C: **Meet the Hiring Requirements**

Performance Objective: *Given a specific job choice, the learner will be able to take steps to meet the hiring requirements for the job to the satisfaction of the instructor.*

STEP 1. Prepare to take employment tests.

a. Read the Test-Taking Guidelines on Information Sheet 1.01C.

b. Follow the steps when you take the tests.



STEP 2. Pass any required tests.

a. Note the dates and locations of the tests. Get this information from your instructor or counselor.

b. Make arrangements to take the tests. Ask your instructor for help, if necessary.

c. Prepare for the test. For example, practice typing letters.

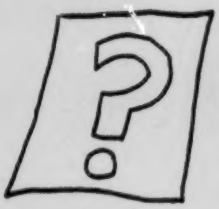
d. Take the tests.

STEP 3. Alter plans to meet hiring conditions.

a. Limit the places you seek work. For example, some government jobs have a residence requirement. (You have to live in the town where you work.) If so, seek a similar job elsewhere--in private industry . . . or move.

b. Limit your job responsibilities. For example, be a waitress or waiter at a family restaurant. There you do not have to serve cocktails.

NOW . . .



Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then talk with your instructor. Explain the steps you have taken to meet the hiring requirements for the job. Your instructor will make sure you have met all requirements, rate you on the evaluation checklist, and advise you if necessary.

INFORMATION SHEET 1.01C

Test-Taking Guidelines

Following are some test-taking guidelines. Read them. Keep them in mind when you are asked to take a test.

1. Get proper sleep the night before the test. You should be alert and well rested when taking any tests.

2. Eat breakfast. Give fuel to your body.

3. Arrive early for the test. Then you will have time to get organized . . . get in your seat, arrange your materials, etc.

4. Practice or study to prepare for some tests, like the typing test. Get a sample of types of questions that are on tests.

5. Read the directions several times. Make sure you understand EXACTLY what you must do. You could miss a lot of questions if you do not understand the directions. Ask questions if confused.

6. Find out how the test will be scored. If you don't answer a question, is it marked "wrong?" Or are you graded only on the questions you answer? Know the method that will be used. It will help you decide when and whether to guess.

7. Pace yourself. Don't spend too much time on one question. You should try to answer all the questions, if possible.

8. Expect some tests to get more difficult as you progress. Don't be discouraged. Other people find them difficult, too. Do the best you can.

9. Expect some tests to measure your speed. These tests have more items than you could possibly finish in the allotted time. Do your best. Don't become worried. It will take your mind off the test . . . and slow you down.

Test Schedules

You can take some tests before you interview--like the Civil Service tests. However, other tests will be given after or during the interview.

Evaluation Checklist

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.01: Choose a Job and Prepare for Employment

OPERATIONAL UNIT 1.01C: Meet the Hiring Requirements

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Prepare to take employment tests?	☐
☐	2. Pass any required tests?	☐
☐	3. Alter plans to meet hiring conditions?	☐

Instructor_____

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.02: Compile Information for Applications and/or Resumé

OPERATIONAL UNIT 1.02A: Record Personal Data

Performance Objective: *Given the need for complete information about self,*

the learner will be able to record personal data

that is 100 percent accurate.

STEP 1. Print complete name.

a. Turn to Worksheet 1.02A. Record all personal data on the worksheet.

b. Print first, middle, and last name.

c. Do not use nicknames.

d. Print in upper and lower case. Example:

Susan Marie Trout

STEP 2. Print your social security number.

a. Make sure you copy the number correctly. Look at your social security card. Or look at your driver's license.

b. If you don't have a number, apply for one. Go to the Social Security office. If there is none in your town, check your local post office.

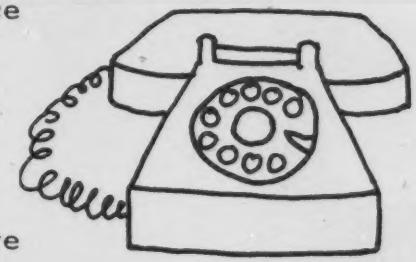
STEP 3. Print address information.

a. Print your current address. Include city, state, zip code, county, and township.

b. Print how long you have lived at the address.

c. Print your previous address and the number of years you lived there.

d. Write N/A (not applicable) if you have lived in the same place all your life.



STEP 4. Print telephone numbers.

a. Include the area code.

b. List all the phone numbers where you can be reached. (List the number at this training site.)

c. If you do not have a phone, state where the phone will ring.

STEP 5. Print personal statistics. Have these ready. But sometimes they are not required.

a. Print your weight and height. Some jobs have weight and height restrictions.

b. Print your hair color.

c. Print your eye color.

STEP 6. Print your date and place of birth. Sometimes this is required. Example:

6 October 1958
day month year
Harvey, Illinois
city state

You must answer this question honestly. Employers cannot discriminate against you because of age. But they can dismiss you if you lie.

STEP 7. Print whether or not you are a citizen of the United States.

a. Check yes if you are a citizen.

b. If not, give visa number and type of visa.

STEP 8. Print who should be notified in case of emergency.

a. Print name, relationship, and address.

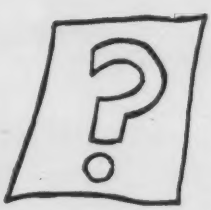
b. Print home and work phone number.

STEP 9. Indicate marital status.

a. Record only married or single.

b. Do not check divorced or widowed.

STEP 10. Print the name, address, and phone number of your physician.



NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then, see your instructor.

Your instructor will review your worksheet, rate you on the evaluation checklist, and advise you if necessary.

WORKSHEET 1.02A

Record of Personal Data

Name: _____
(first) (middle) (last)

Social Security number: ___ - ___ - _____

Address: _____
(street number and name)

_____
(city) (state) (zip)

_____
(county) (township)

Previous
Address: _____
(street number and name)

_____
(city) (state) (zip)

_____
(county) (township)

Telephone
Numbers: _____ _____ (home)
(area code) (number)

_____ _____ (work)
(area code) (number)

_____ _____ (other)
(area code) (number)

Height:_____ Weight:_____

Color of Hair:_____ Color of eyes:_____

Date of Birth:_____
(day) (month) (year)

Place of Birth:_____
(city) (state)

Citizen of
United States: _____ _____
(yes) (no)

_____
(visa number) (type of visa)

In Case of Emergency:

Name:_____

Relationship:_____

Home Address:_____

Phone Number: (area code) -_____

Work Address:_____

Phone Number: (area code) -_____

Marital Status (check one): ☐ Married ☐ Divorced
☐ Single ☐ Widowed

Physician:

Name:_____

Address:_____

Phone Number: (area code) -_____

Evaluation Checklist

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.02: Compile Information for Applications and/or Resumé

OPERATIONAL UNIT 1.02A: Record Personal Data

YOUR CHECKLIST		Did you:	INSTRUCTOR CHECKLIST
☐	1.	Print your complete name?	☐
☐	2.	Print your social security number?	☐
☐	3.	Print address information?	☐
☐	4.	Print telephone numbers?	☐
☐	5.	Print personal statistics?	☐
☐	6.	Print your date and place of birth?	☐
☐	7.	Print whether or not you are a United States citizen?	☐
☐	8.	Print who should be notified in case of emergency?	☐
☐	9.	Indicate marital status?	☐
☐	10.	Print physician information?	☐

Instructor_____

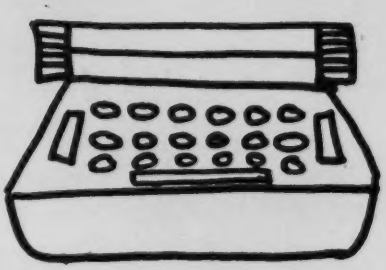
COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.02: Compile Information for Applications and/or Resumé

OPERATIONAL UNIT 1.02B: State Your Career Objective

Performance Objective: *Given job goals and related skills, the learner will be able to write a comprehensive career objective to the satisfaction of the instructor.*

STEP 1. Write the name of the job you desire.



a. Turn to Worksheet 1.02B. Write all information on this worksheet.

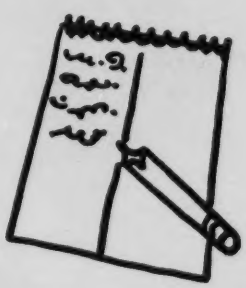
b. Be specific about the job you desire. For example, write

Secretary

not Clerical Work

c. Avoid being too specific.

Don't write:
Salesperson in Sports Department



Rather, write:

Position in Sales

STEP 2. Indicate if you desire responsibility. State

A managerial position in sales.

or

A responsible position in sales.

STEP 3. Include general mention of your skills.

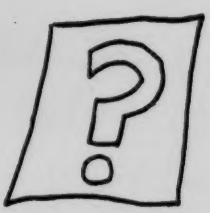
a. Think about the experiences you have had. For example: Have you worked in sales? in an office? in purchasing? Have you supervised other workers?

b. List the general knowledge or skills that relate to the job you seek.

STEP 4. State your objective in one or two sentences. Example:

Career Objective:

A managerial position in sales where I can use my knowledge of company operations and my experience in supervision.



NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, meet with a group of participants. Discuss your career objective statement. Are there ways you can improve your statements? Can you state your objective in a better way?

Make changes if you desire. Then, complete the evaluation checklist and take your final statement to your instructor Your instructor will review your career objective statement, rate you, and advise you, if necessary.

WORKSHEET 1.02B

Record of Career Objective

Job: _____

Level of job (if appropriate):

Skills:

Career Objective Statement:

Evaluation Checklist

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.02: Compile Information for Applications and/or Resumé

OPERATIONAL UNIT 1.02B: State Your Career Objective

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Write the name of the job you desire?	☐
☐	2. Indicate if you desire responsibility?	☐
☐	3. Include general mention of your skills?	☐
☐	4. State your objective in one or two sentences?	☐

Instructor_____

COMPETENCY 1.0: PREPARE FOR JOB SEARCH

TASK 1.02: Compile Information for Applications and/or Resumé

OPERATIONAL UNIT 1.02C: List Your Formal Education and Training

Performance Objective: *Given a Record of Education form, the learner will be able to complete the form, with 100% accuracy.*

STEP 1. Use the form on Worksheet 1.02C.

STEP 2. List the names and addresses of schools you attended.

STEP 3. List the dates you entered and left each school.

STEP 4. List special courses of study.

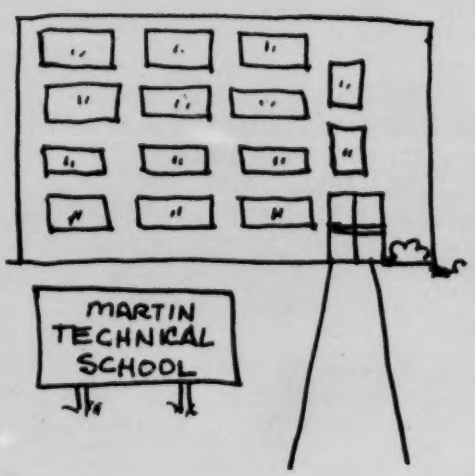
a. For junior high or high school, list

General, Business, or Vocational

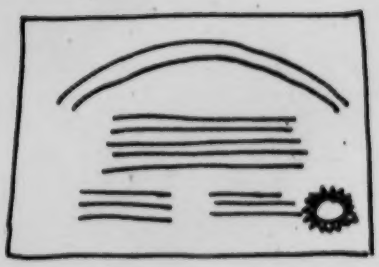
b. For college, list

Major: Finance

Minor: Political Science



STEP 5. List the number of grades you completed in each school.



STEP 6. List if you received a diploma or a degree.

a. For junior high and high school, list . . .

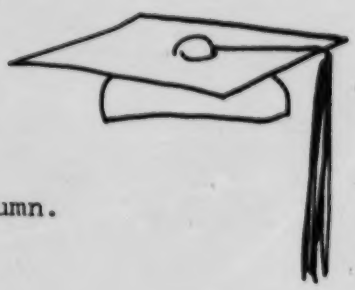
Yes

b. For college, list

B.S. A.A.

M.S. B.A.

c. For two year colleges, list . . .



Associate Degree

STEP 7. List GED information in Other column.

a. Note if you received a GED.

b. List the date you received it.

c. List where you received it: name of institution and address.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then, see your instructor.

Your instructor will review your worksheet, rate you on the evaluation checklist, and advise you if necessary.

WORKSHEET 1.02C

Record of Education

Schools	Name and Address of School	Dates Attended	Type of Courses	Grades Completed	Diploma
Elementary					
Junior high					
High school					
Vocational school					
College					
Other					

Evaluation Checklist

COMPETENCY 1.0: PREPARE FOR JOB SEARCH

TASK 1.02: Compile Information for Applications and/or Resumé

OPERATIONAL UNIT 1.02C: List Your Formal Education and Training

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. List the names and addresses of all schools you attended?	☐
☐	2. List the dates you entered and left each school?	☐
☐	3. List special courses of study?	☐
☐	4. List the number of grades you completed in each school?	☐
☐	5. List if you received a diploma or degree?	☐
☐	6. List GED information?	☐

Instructor_____

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.02: Compile Information for Applications and/or Resumé

OPERATIONAL UNIT 1.02D: **List Special Skills**

Performance Objective: *Given the need to communicate to employers information about personal skills,*

the learner will be able to identify his or her job skills and work maturity skills

to the satisfaction of the instructor.

STEP 1. Identify job skills.

a. Read the list of skills. Read Part 1 of Worksheet 1.02D.

b. Check the skills you think you have.

c. Add other skills to the list.

d. Check your skills list from Worksheet 1.01A, Operational Unit 1.01A. Is your list complete?

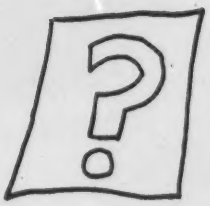
STEP 2. Identify your work maturity skills.

a. Read the list of work maturity skills. Turn to Part 2 of Worksheet 1.02D.

b. Check the skills you think you have.

c. Add other skills to the list.

NOW . . .



Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then, see your instructor.

Your instructor will review your worksheet, rate you on the evaluation checklist, and advise you if necessary.

WORKSHEET 1.02D

Part 1

Job Skills:

Skills are things you are able to do well. Job skills are things you are trained to do. They are things that relate to a special work task. Think about the job skills you have. Read the list below. It will give you some ideas about job skills. Check the job skills you think you have. Add to the list.

- ☐ figure tax
- ☐ style and cut hair
- ☐ design a floor plan for a living-room floor arrangement
- ☐ file
- ☐ type
- ☐ take inventory
- ☐ make a floral arrangement
- ☐ photograph and develop pictures
- ☐ sketch cartoons
- ☐ repair autos
- ☐ take a patient's pulse
- ☐ do a window display
- ☐ service a computer
- ☐ cook food
- ☐ repair plumbing
- ☐ design a logo
- ☐ handle a customer bank deposit
- ☐ interpret a weather map
- ☐ repair appliances
- ☐ take a blood count
- ☐ operate a cash register
- ☐ operate a lawn mower and other lawn equipment
- ☐ speak well
- ☐ write well
- ☐ use a calculator
- ☐ program a computer
- ☐
- ☐

Part 2

Work Maturity Skills:

Work maturity skills are behavior skills. They relate to how a worker does his or her job. Place a check in front of the work maturity skills you think you have. These skills are important in many different kinds of jobs. You will not mention these skills on most applications. However, you may mention them in your resumé.

- ☐ Present a clean and well-groomed appearance.
- ☐ Practice good health habits.
- ☐ Wear clothing that is appropriate for work.
- ☐ Wear clothing that is clean, pressed, and in good repair.
- ☐ Be confident in yourself.
- ☐ Be friendly, polite, courteous, and pleasant.
- ☐ Be helpful, kind, considerate, and even-tempered.
- ☐ Be interested in others.
- ☐ Be creative.
- ☐ Be willing to learn.
- ☐ Accept new ideas and ways of doing things.
- ☐ Take pride in your work.
- ☐ Be honest.
- ☐ Be loyal.
- ☐ Keep information confidential.
- ☐ Respect property.
- ☐ Be punctual.
- ☐ Be dependable.
- ☐ Complete tasks willingly and on time.
- ☐ Be able to work under pressure and meet deadlines.
- ☐ Complete tasks neatly, accurately, and attractively.
- ☐ Be conscientious.
- ☐ Speak and write clearly.
- ☐ Use good grammar.
- ☐ Practice safe use of tools and equipment.
- ☐ Follow company rules.
- ☐ Express thoughts, feelings, and attitudes effectively.
- ☐ Correctly relate information and messages.
- ☐ Listen to and respect the opinions of others.
- ☐ Follow instructions.
- ☐ Work independently to complete tasks.
- ☐ Solve problems.
- ☐ Follow directions.
- ☐ Cooperate with others.
- ☐ Work well under supervision.
- ☐ Work well as a member of a team.
- ☐ Get along with others.
- ☐ Use good verbal skills.
- ☐ Use positive nonverbal communication.

Evaluation Checklist

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.02: Compile Information for Applications and/or Resumé

OPERATIONAL UNIT 1.02D: List Special Skills

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Identify your job skills?	☐
☐	2. Identify your work maturity skills?	☐

Instructor _____

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.02: Compile Information for Applications and/or Resumé

OPERATIONAL UNIT 1.02E: List Your Work Experiences

Performance Objective: *Given Work Experience forms, the learner will be able to fill out each form with 100% accuracy.*

STEP 1. List information about your employers and your positions and salaries.

a. Turn to Part 1 of Worksheet 1.02E. Fill in the blanks. Work through the following procedures.

b. List your most recent employer first. Work backward from that employer.

c. Find correct and complete information. Look through personal records. Look in the telephone book. Call former employers.

d. Fill in the information. Record it neatly, accurately, and completely.

STEP 2. List your specific job duties in each position.

a. Think of the tasks you performed in each job.

b. Think of every task you performed in a given day.

c. List all of your duties in detail.

d. Add other duties later if you think of them.

e. Use technical terms if appropriate. Will they be understood by employers?

STEP 3. List special tools or machines you have used.

a. Take time to remember each piece of equipment you have used.

b. Use technical terms. Do this if employers will understand them.

c. Spell names correctly.

STEP 4. List the length of each term of employment.

a. Write the month and year.

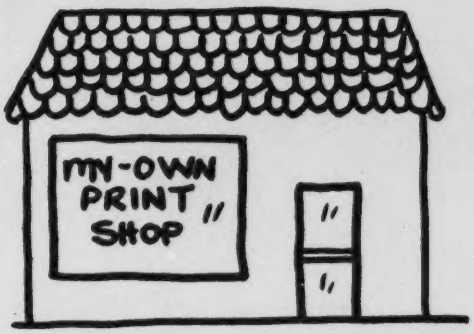
Employed from _____ to _____.

STEP 5. State reasons for leaving a job.

a. Never use negative responses. Don't use:

The boss didn't like me.
I quit.
I didn't think the pay was high enough.
I didn't like the other workers.
I was injured at work.
I was sent to jail.
I was fired.

b. Use positive responses like the following.



I wanted more responsibility.
I became a full-time student.
The plant closed.
The company went out of business.
I started my own business.
I took a long-planned vacation.
I wanted more opportunities for advancement.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then, see your instructor.

Your instructor will review your worksheet, rate you on the evaluation checklist, and advise you if necessary.

WORKSHEET 1.02E

Record of Employment

Part 1

Get as many copies of this as you need. See your instructor.

Name of employer _____

Address _____
(street number and name)

_____
(city) (state) (zip)

Telephone Number (area code) - _____

Kind of business _____

Title or Position _____

Full time? ☐ Part time? ☐

Job Responsibilities _____

_____

_____

Equipment Used _____

_____

Salary _____

Employed from _____ to _____

Reasons for leaving _____

_____

_____

Evaluation Checklist

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.02: Compile Information for Applications and/or Resumé

OPERATIONAL UNIT 1.02E: List Your Work Experiences

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. List information about your employers and your positions and salaries?	☐
☐	2. List your specific job duties in each position?	☐
☐	3. List special tools or machines you have used?	☐
☐	4. List the length of each term of employment?	☐
☐	5. State reasons for leaving a job?	☐

Instructor_____

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.02: Compile Information for Applications and/or Resumé

OPERATIONAL UNIT 1.02F: List Volunteer Experiences

Performance Objective: *Given Volunteer Experience forms, the learner will be able to fill out each form with 100% accuracy.*

STEP 1. List the places where you volunteered.

a. Use Worksheet 1.02F.

b. Consider the following:

Community - Big Brothers or Big Sisters
Baseball leagues
Scouts

School - Teacher's aide
Cafeteria helper
Room parent

Hospitals, Nursing Homes, etc.

Day Care Centers

Churches - Bible school
Altar care
Choir

STEP 2. Record information about the places. Do this on Worksheet 1.02F.

a. Record location.

b. Record telephone number.

c. Record the kind of organization.

STEP 3. Record information about your experiences.

a. Write the title of your position.

b. Record the hours you worked each week.

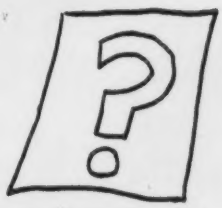
c. Record the dates you worked.

d. List your responsibilities.

e. List any equipment you used.

f. Record any special training you received. Mention training that helped you do your tasks.

NOW . . .



Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then, see your instructor.

Your instructor will review your worksheet, rate you on the evaluation checklist, and advise you if necessary.

WORKSHEET 1.02F

Record of Volunteer Experiences

Name of Organization _____

Location _____
(street number and name)

_____
(city) (state) (zip)

Telephone Number _____
(area code) (number)

Kind of organization _____

Title of position _____

Hours worked _____

Dates worked _____

Responsibilities _____

Equipment used _____

Special training _____

Evaluation Checklist

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.02: Compile Information for Applications and/or Resumé

OPERATIONAL UNIT 1.02F: List Volunteer Experiences

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. List the places where you volunteered?	☐
☐	2. Record information about the places?	☐
☐	3. Record information about your experiences?	☐

Instructor _____

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.02: Compile Information for Applications and/or Resumé

OPERATIONAL UNIT 1.02G: List Military Experiences

Performance Objective: *Given Military Experience forms, the learner will be able to fill out each form, to the satisfaction of the instructor.*

STEP 1. Record facts about your term of service on Worksheet 1.02G.

a. List the branch of service you were in.

b. List your service number.

c. List the date of your enlistment.

d. List the date of your discharge.

e. List the type of discharge you received (e.g, honorable, general).

f. List your rank at discharge.

STEP 2. List reserve experience.

a. List current reserve status.

b. List evenings or weekends you have "drill."

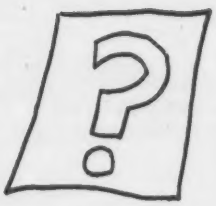
STEP 3. Record facts about your experiences.

a. List your responsibilities.

b. List the equipment you used.

c. List any special training you received.

d. List the places you were stationed.



NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then, see your instructor.

Your instructor will review your worksheet, rate you on the evaluation checklist, and advise you if necessary.

WORKSHEET 1.02G

Record of Military Experience

Branch of service_____

Service number_____

Date of enlistment_____

Date of discharge_____

Type of discharge_____

Rank at discharge_____

Responsibilities:_____

_____

_____

Equipment used:_____

_____

_____

Special training:_____

_____

_____

Places stationed:_____

_____

_____

Reserve status:_____

_____

_____

Evaluation Checklist

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.02: Compile Information for Applications and/or Resumé

OPERATIONAL UNIT 1.02G: List Military Experiences

YOUR CHECKLIST		Did you:	INSTRUCTOR CHECKLIST
☐	1.	Record facts about your term of service?	☐
☐	2.	Record facts about your experiences?	☐

Instructor_____

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.02: Compile Information for Applications and/or Resumé

OPERATIONAL UNIT 1.02H: List Special Credits and Activities

Performance Objective: *Given special credits and involvements, the learner will be able to list information about such activities with 100% accuracy.*

STEP 1. List any certifications, registrations, or licenses you have. (Record on Worksheet 1.02H.) Example:

Chauffeur license

STEP 2. Give complete information.

a. Include license or registration number.

b. Include expiration date.

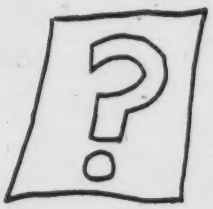
STEP 3. List professional organizations to which you belong.

a. List the full and correct name.

American Ceramic Society

b. Place a dash in the spaces if you belong to no professional organizations.

NOW . . .



Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then, see your instructor.

Your instructor will review your worksheet, rate you on the evaluation checklist, and advise you if necessary.

WORKSHEET 1.02H

Record of Special Credits

Certifications _____

_____

_____

Registrations
or Licenses _____

_____

_____

License or
Registration
Number _____

Expiration
Date _____

Professional Organizations _____

_____

_____

Evaluation Checklist

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.02: Compile Information for Applications and/or Resumé

OPERATIONAL UNIT 1.02H: List Special Credits and Activities

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. List any certifications, registrations, or licenses?	☐
☐	2. Give complete information?	☐
☐	3. List professional organizations to which you belong, if any?	☐

Instructor_____

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.02: Compile Information for Applications and/or Resumé

OPERATIONAL UNIT 1.02I: **List References**

Performance Objective: *Given the need to verify job skills and abilities,*

the learner will be able to identify three people who will serve as references and list information about those people

with 100% accuracy.

STEP 1. Identify three people you could ask for references.

a. Do not list relatives, your doctor, your lawyer.

b. Choose people like the following:

- Former employers, supervisors, and co-workers
- Former teachers, instructors, and professors
- Your minister, priest, or rabbi
- Personal acquaintances who have responsible positions (managers, presidents)
- People who have known you for a long time

c. Choose people who will say positive things about you.

d. Choose people who can be easily contacted.

e. Write your list on Worksheet 1.02I.

STEP 2. Ask permission from each person you listed.

a. Tell the person(s) the job you are seeking.

b. Explain your employment goals.

c. Tell the person(s) the weeks they may expect to receive calls.

d. Ask if you may list their telephone numbers. Find out if you may list both home and work numbers.

STEP 3. List the address and phone number of each reference.

a. Verify the numbers you recorded. Look in the telephone book.

b. Copy the information neatly and accurately. Do this on Worksheet 1.02I.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then, see your instructor.

Your instructor will review your worksheet, rate you on the evaluation checklist, and advise you if necessary.

WORKSHEET 1.02I

Record of Personal References

Possible References:

Actual References:

Name_____	Position_____
Home Address_____	Company Name_____
	Home phone_____
Work Address_____	Work phone_____

Name_____	Position_____
Home Address_____	Company Name_____
	Home phone_____
Work Address_____	Work phone_____

Name_____	Position_____
Home Address_____	Company Name_____
	Home phone_____
Work Address_____	Work phone_____

Evaluation Checklist

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.02: Compile Information for Applications and/or Resumé

OPERATIONAL UNIT 1.02I: List References

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Identify three people you could ask for references?	☐
☐	2. Ask permission from each person you listed?	☐
☐	3. List the address and phone number of each reference?	☐

Instructor_____

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.03: Prepare the Resumé

OPERATIONAL UNIT 1.03A: **Choose a Type of Resumé to Prepare**

Performance Objective: *Given information about two types of resumés,*

the learner will be able to select the type that best reflects his or her experiences

to the satisfaction of the instructor.

STEP 1. Find out about two types of resumés.

a. Read Part 1 of Worksheet 1.03A.

b. Determine when it is best to use each type of resumé. Do Part 2 of Worksheet 1.03A.

STEP 2. Select the type of resumé that is best for you.

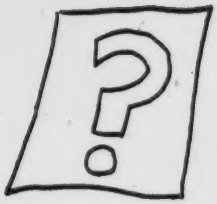
a. Get your record sheets from Task 1.01. (See worksheets from Operational Units 1.02A - 1.02I.)

b. Look at your employment record. Have you had regular employment?

c. Look at the type of work you have done. Does it relate to the job you seek?

d. Select the type of resumé that is best for your purposes.

NOW . . .



Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, complete the evaluation checklist. Then, see your instructor.

Your instructor will review your worksheet and choice of resume, rate you on the evaluation checklist, and advise you if necessary.

WORKSHEET 1.03A

Part 1

Chronological resumé:

This type of resumé shows education, training, and experiences arranged in order of date of occurrence. (See the sample on page 113.) This resumé is best to use if you have no gaps in employment.

Functional resumé:

This type of resumé shows education, training, and experiences arranged in order of type of activity. (See the sample on page 115.) This resumé is best to use if you do have gaps in employment. Use it to highlight specific types of experiences, too.

Part 2

Read the examples below. Try to decide the type of resumé to use in each case.

Job Goal: Medical Secretary

Work Experiences:	1979 - 1981	Typist at Taft General Hospital
	1975 - 1979	File Clerk, J.C. Scott, Inc. (makes hospital supplies)
	1971 - 1975	Receptionist, Samuel Hunter, M.D.

Are these work experiences related to the job? Do they reflect regular employment? Yes? Then use the chronological resumé.

Job Goal: Medical Secretary

Work Experiences:	1979 - 1981	Butcher, Harts Meats
	1975 - 1977	File Clerk, Grayson Lab
	1972 - 1973	Dog Groomer, Self-Employed

Are these different, unrelated types of jobs? Are there large gaps in employment? Then use the functional resumé.

Evaluation Checklist

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.03: Prepare the Resumé

OPERATIONAL UNIT 1.03A: Choose a Type of Resumé to Prepare

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Find out about two types of resumeś?	☐
☐	2. Select the type of resumé that is best for you?	☐

Instructor_____

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.03: Prepare the Resumé

OPERATIONAL UNIT 1.03B: **Prepare a Draft Copy of the Resumé**

Performance Objective: *Given a resumé worksheet, the learner will be able to fill in the information with 100% accuracy.*

STEP 1. Record personal data.

a. Turn to the resumé worksheet on Worksheet 1.03B.

b. Look at the samples of completed resumés on pages 113 and 115. Find the correct sample. Look at it as you prepare your own.

c. Begin at far left margin of the page. Begin about one and one-half inches from top of page.

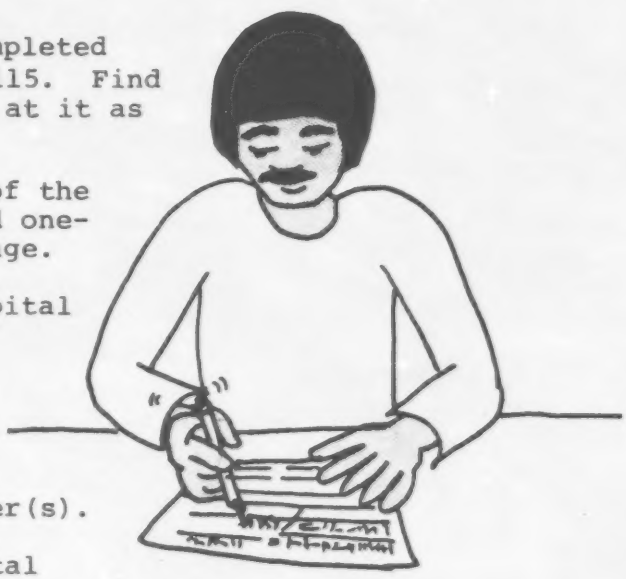
d. Print your name in all capital letters.

e. Print your address.

f. Leave a space.

g. Print your telephone number(s).

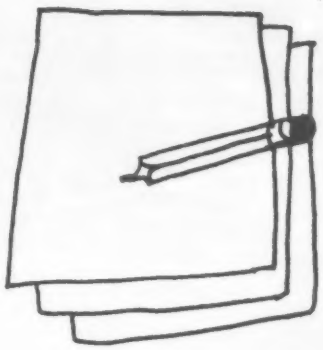
h. Record birthdate and marital status at far right margin. This information is not required. List only if you feel it may help you get a job.



STEP 2. List your career objective.

a. Get your record sheets. (See worksheets from Operational Units 1.02A-1.02I.) Read what you wrote for a career objective.

b. Make any changes you wish. Remember, don't be too specific. Leave yourself open for a number of jobs.



STEP 3. List work experiences.

a. Copy the facts from your record sheets.

b. Copy in the proper style for your type of resumé. See Part A of Information Sheet 1.03B.

c. List job duties after each entry. Keep to one or two sentences.

STEP 4. List additional experiences (e.g., military experience). See Information Sheet 1.03B.

a. List job title and classification.

b. List description of job duties.

STEP 5. List education and training.

a. Get the facts from your record sheets. (See Operational Units 1.02A-1.02I.)

b. Copy in the proper style for your type of resumé. See Part B of Information Sheet 1.03B.

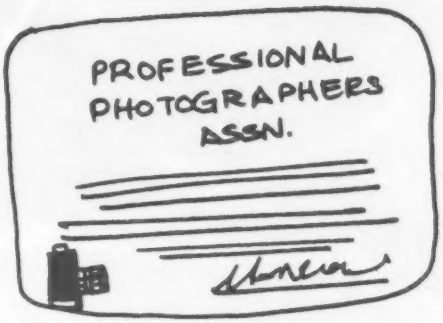
STEP 6. List any special training.

a. List the name of the institution.

b. List the course title.

c. List any accomplishments.

d. State if you have a record of your competencies. (See Part C of Information Sheet 1.03B.)



STEP 7. List personal items.

a. List any personal activities that relate to the job, e.g., volunteer activities, professional organizations, etc.

b. List several of your work maturity skills.

c. List any special conditions you would accept. For example, I would work evening shift; I would travel to other cities.

STEP 8. Check for spelling or grammatical errors.

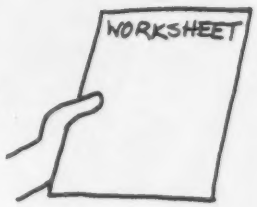
a. Check the spelling of words. Look in the dictionary for correct spellings.

b. Check grammar. Look in an English usage book. Check use of commas, periods, semi-colons. Check sentence structure.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your draft copy of the resumé to the instructor. Your instructor will check for accuracy, comprehensiveness, spelling, and grammar . . . and advise you, if necessary.



Next, complete your evaluation checklist. Ask your instructor to rate you also.

INFORMATION SHEET 1.03B

Part A: List Experiences

Find the rules for the resumé you selected. Follow those rules. Look at the sample resumé as you work. Record your own information on your resumé worksheet.

Chronological Resumé:

1. Copy most recent experiences first.
2. List dates on left.
3. List facts on right.

Functional Resumé:

1. Include dates within your job descriptions.
2. Underline your job title.

Part B: List Education and Training

Follow the rules for the resumé you are preparing. Refer to the sample resumé.

Chronological Resumé:

1. List dates on left; facts on right.
2. List most recent education first.
3. Leave a space between entries.
4. List accomplishments.

Functional Resumé:

1. Add the date to your education facts.
2. Space between entries.
3. List most recent school or degree first.
4. List accomplishments.

Part C

Have you had the chance to become involved in other individualized competency-based programs? All programs have one thing in common. They provide a record of what you can do. They show each task you can do. They identify each competency you have achieved.

For example: A competency record for a secretarial training program would look like this:

COMPETENCY RECORD

Name: John Doe

Occupation: Secretarial

- ☐ TRANSCRIBE AND PREPARE TYPEWRITTEN COMMUNICATIONS
  - ☐ Perform basic typewriting operations
  - ☐ Type from recorded dictation
  - ☐ Take dictation in shorthand notes and transcribe from notes
  - ☐ Take and transcribe minutes from meetings
  - ☐ Type minutes
  - ☐ Perform personal/professional typing
  - ☐ Develop typewriting production power
  - ☐ Type or prepare copy for reproduction
  - ☐ Type for general office functions
  - ☐ Prepare and type insurance forms
  - ☐ Type manuscripts
  - ☐ Proofread and correct typewritten material
  - ☐ Type wills and codicils
  - ☐ Type legal briefs
  - ☐ Handle copies of material

Each time you complete a task, your instructor checks a box. At the end of the program, you will have a record of your achievements. This record is kept on file. You may get it from the school. Make copies of it to take with you. Use this record in your job search. Show the competency record to employers. It tells them your exact skills.

WORKSHEET 1.03B

(Resumé Worksheet)

Record your resumé information on this worksheet. Look at the samples on pages 113 and 115.

_____ _____

_____

_____ _____

_____

_____

CAREER OBJECTIVE:

WORK EXPERIENCES:

EDUCATION:

SPECIAL TRAINING:

PERSONAL:

Chronological Resumé

KEVIN KING
1358 Neil Avenue
Dayton, Ohio 45056

Born: November 21, 1957

Single

Home phone: 513/523-5536
Work phone: 513/523-1100

CAREER OBJECTIVE: A responsible secretarial position, preferably one in which I can use my insurance secretary training.

WORK EXPERIENCES:

Oct. 1978 - Sept. 1981 — Witter Department Store. Columbus, Ohio. Billing Clerk. Duties included typing and sending customers bills.

Oct. 1975 - Oct. 1978 — Tremont Hardware. Columbus, Ohio. Salesclerk. Duties included operating cash register, stocking shelves.

June 1975 - Oct. 1975 — Farris Fudge. Columbus, Ohio. Salesperson. Duties included making and selling fudge.

EDUCATION:

Sept. 1971 - June 1975 — Thomas Jefferson High School. Columbus, Ohio.

SPECIAL TRAINING:

Sept. 1981 - Nov. 1981 — Skills Training Improvement Program, Bellows Adult Education Center. Columbus, Ohio. Insurance Secretary Trainee. Developed skills in basic recordkeeping, typing, inventory control, and shorthand. Competency record available on request.

Accomplishments. Developed specific competency in typing (55 words per minute) and recordkeeping.

PROFESSIONAL ORGANIZATIONS: Professional Secretaries, Inc. (PSI)

PERSONAL: Enthusiastic and conscientious. Willing to work Saturdays.

Functional Resumé

KEVIN KING
1358 Neil Avenue
Dayton, Ohio 45056

Born: November 21, 1957

Single

Home phone: 513/523-5536
Work phone: 513/523-1100

CAREER OBJECTIVE:

A responsible secretarial position, preferably one in which I can use my insurance secretary training.

WORK EXPERIENCES:

Office Work

Billing Clerk. Witter Department Store. Columbus, Ohio. Typed customers' bills and mailed them to customers. October 1978 - September 1981.

Sales

Salesclerk. Tremont Hardware. Columbus, Ohio. Operated cash register, stocked shelves. October 1975 - October 1978.

Salesperson. Farris Fudge. Columbus, Ohio. Made and sold fudge.

EDUCATION

Thomas Jefferson High School. Columbus, Ohio. September 1971 - June 1975.

SPECIAL TRAINING:

Insurance Secretary Trainee. Skills Training Improvement Program. Bellows Adult Education Center. Columbus, Ohio. Developed skills in basic recordkeeping, typing, inventory control, and shorthand.

Accomplishments: Developed specific competency in typing (55 words per minute) and recordkeeping.

PROFESSIONAL ORGANIZATIONS:

Professional Secretaries, Inc. (PSI)

PERSONAL:

Enthusiastic, conscientious; willing to work Saturdays.

Evaluation Checklist

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.03: Prepare the Resumé

OPERATIONAL UNIT 1.03B: Prepare a Draft Copy of the Resumé

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Record personal data?	☐
☐	2. List your career objective?	☐
☐	3. List work experiences?	☐
☐	4. List additional experiences?	☐
☐	5. List education and training?	☐
☐	6. List any special training?	☐
☐	7. List personal items?	☐
☐	8. Check for spelling or grammatical errors?	☐

Instructor_____

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.03: Prepare the Resumé

OPERATIONAL UNIT 1.03C: Prepare the Final Copy of the Resumé

Performance Objective: *Given a draft of his or her resumê, the learner will be able to prepare a neat and accurate copy of the resumê to the satisfaction of the instructor.*

STEP 1. Get advice from other participants.

a. Ask a person to check your resumé. Ask him or her to check words that look misspelled. Ask him or her to find grammar errors. Provide a dictionary and English usage book.

b. Ask the person to check for clarity. Is the information easy to understand?

c. Ask the person for suggestions. What are some ways you could improve the resumé?

d. Form a group with several people. Get their advice.

STEP 2. Make changes.

a. Follow the good suggestions you received.

b. Make sure the resumé is no longer than two pages. One to one and one-half pages is best.

c. Change the copy. Make sure it says what you want it to say.

d. Take it your instructor for approval.

STEP 3. Type final copy.

a. If you cannot type, find someone who will do it for you.

b. Use a machine with a dark ribbon. Use good bond paper.

c. Type the information correctly. Follow the same style throughout. For example: Double space before each new title; type titles in all capital letters.

STEP 4. Make corrections.

a. Proofread the copy.

b. Correct any typing errors. Do this carefully. Don't leave smudges. (Retype if necessary.)

c. Look at the final copy. Is it neat and attractive-looking? If not, type it again. Your resumé gives the employer an impression of you. You want it to be a good one.

STEP 5. Make copies of the final, perfect resumé.

a. Find out where you can have this done cheaply. Talk with your instructor.

b. Order more copies than you need. If you have your resumé printed, the first copies cost the most.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? Then, take your resumé to the instructor for evaluation. Your instructor will check your final copy of the resumé, rate you, and advise you if necessary.

Evaluation Checklist

COMPETENCY 1.0: PREPARE FOR THE JOB SEARCH

TASK 1.03: Prepare the Resumé

OPERATIONAL UNIT 1.03C: Prepare the Final Copy of the Resumé

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Get advice from other participants?	☐
☐	2. Make changes?	☐
☐	3. Get approval from your instructor?	☐
☐	4. Type final copy?	☐
☐	5. Make corrections?	☐
☐	6. Make copies of final, perfect resumé?	☐

Instructor_____